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ABSTRACT

This summary of a forum for migrant educators defines dropout issues, explores solutions and models of service, and offers recommendations to address the needs of out-of-school migrant youth. Notes from forum workshops and summary task force reports deal with dropout identification/needs assessment, dropout/enrollment/graduation data, interagency cooperation, model migrant dropout programs, and expanding migrant services to dropouts. Notes extracted by the editor from original task force sessions supplement task force reports. Needs identified during the forum include: a nationwide agreement that migrant dropouts should be served by the Migrant Education Program; a nationally accepted definition of dropout; nationwide use of Migrant Student Record Transfer System to include dropout code; collection of data on graduates/dropouts; continued interstate coordination of secondary issues; increased coordination between state migrant education projects and other agencies serving high risk youth; intrastate/interstate dissemination of information about resources serving dropouts; more work/learn options for dropouts; service to all dropouts age 3 to 21; establishment of minimum services to all dropouts; alternative educational and life survival programs; and national advocacy for needs of migrant dropouts. Included in the document are a forum evaluation sheet and schedule, speech summaries, chart/outline of workshop process, lists of facilitators, Interstate Migrant Secondary Team Project members and forum attendees, and a 38-item bibliography. (LFL)

ED281688

SUMMARY REPORT

FOCUS: DROPOUTS

AN INTERSTATE FORUM ON THE MIGRANT DROPOUT

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February 1987

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SUMMARY REPORT

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AN INTERSTATE FORUM ON THE MIGRANT DROPOUT

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DECEMBER 18-19, 1986
HYATT ISLANDIA
SAN DIEGO, CA

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Migrant Education Assistant: Myrna Zambrano
Secretary: Patricia Burke

FOCUS:DROPOUTS

Summary Report

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PREFACE

FOCUS:DROPOUTS is an outgrowth of the first year of the Interstate Migrant Secondary Team Project team meetings. Migrant educators from thirteen states spent more than twelve days together in 1985 and 1986 seeking solutions to the many needs of migrant secondary students and the staff and programs that serve them.

When the subject of migrant youth who are out of school was discussed, many problems surfaced and few solutions were offered. The Team agreed that the topic deserved a special focus.

Thus FOCUS: DROPOUTS was conceived as a forum to draw together a diverse group of educators concerned with migrant youth in order to: 1) define dropout issues, 2) seek solutions and models of service, and 3) develop recommendations for migrant programs nationwide to address and meet the needs of the out-of-school migrant youth.

The response to the forum was enthusiastic and many migrant educators reacted with surprise and chagrin, "How could we be guilty of the inflexibility we attribute to the schools? Have we been too absorbed in our own traditional structures to adjust in order to meet the needs of the neediest migrant youth -- the dropout?"

"Dropouts did not fit into our service formulas, were not included in our needs assessments, were not listed in the school registers, and therefore were forgotten."

Now migrant educators are re-examining their objectives. "How can we reorder our priorities to serve the out-of-school youth?"

The report that follows offers a beginning. We hope it will be useful and inspirational to you. We also hope it will result in new choices and opportunities for the migrant dropout.

Susan Morse
IMSTP Coordinator

CALIFORNIA STATE DEPARTMENT OF EDUCATION
721 Capitol Mall; P.O. Box 944272
Sacramento, CA 94244-2720

Bill Honig
Superintendent
of Public Instruction

February 23, 1987

Dear Participant:

I am proud to introduce this summary report for the Focus: Dropouts forum held by the Interstate Migrant Secondary Team Project on December 18-19, 1986, in San Diego.

Dropout youth are of special concern to the California State Department of Education. The High Risk Youth Liaison Division which participated in this forum was established to address this dilemma. The Department has discovered that migrant students suffer from all the problems confronting other dropouts, but to a greater degree; mobility, language differences and poverty are just a few conditions that intensify their experiences.

In the past, migrant dropouts have received few educational services, as they have been out of the school system and relatively inacessible. Focus: Dropouts has surfaced this issue. Migrant educators are now working cooperatively in problem solving sessions to address the dropout causes and develop solutions. The results to date have been impressive.

It was an honor to have spoken to this group of educators at the forum. It is a further privilege to now introduce this summary of these efforts.

I trust that this report will provoke more action which results in greater opportunities for migrant students.

Sincerely,

Ramiro Reyes, Ph.D.
Assistant Superintendent
Categorical Support Programs Division

BACKGROUND

The Problem: Dropouts

Migrant youth have the lowest graduation rate of any population group identified in our public school system and the rate of completion of post-secondary educational programs is correspondingly grim. According to 1980-81 MSRTS enrollment statistics, five times as many migrant students are enrolled in the second grade than in the twelfth grade nationwide. The graduation rate for migrant students consequently is estimated to be between 10% and 20%. Students who do not stay in school to graduate are called dropouts, although in reality some of them may be "pushouts" or "leftouts." The Assembly Office of Research (California) defines "school dropout".[1]

At this time the Migrant Education Project does not systematically enroll and serve migrant dropouts, although this group clearly must represent a sizable percentage of the total migrant youth population. This forum addressed the issues related to identifying and serving migrant dropouts. The process and conclusions follow.

---

1. Educational Resources Information Center, Migrant Students at the Secondary Level: Issues & Opportunities for Change, 1986.

THE ISSUES IN FOCUS

The forum process resulted in a volume of valuable information relating to the migrant dropout. Within the task force reports can be found: prescriptive lists of methods to educate migrant parents about options for dropouts; lists of support service resources for the dropout; a process for program development at the district level; suggestions for national advocacy for dropouts and much more.

In addition, a variety of concerns and recommendations emerged from the sessions and the summary task forces. We believe this material will be useful to the practitioner at the school site, to the program developer, and the administrator at the regional, state, and national level.

Despite the diversity of interests and problems, consistent issues ran throughout the two-day forum. Those are listed below to allow the reader a summary perspective of the forum. Please delve into the detailed reports; they are full of valuable information. However, in looking at this brief summary you will find there are some central issues that the Migrant Education Program needs to address if we are going to bring the "forgotten" student back into the educational system, into the Migrant Education Program, and into the future.

1. Nationwide agreement that migrant dropouts should be served by the Migrant Education Program.

2. A nationally accepted definition of the dropout for statistical and enrollment purposes.

3. Nationwide use of the MSRTS for data gathering purposes using codes "0" for dropout, "G" for graduate, "E" for completion of the GED.

4. Collection of data and profiles on graduates and dropouts.

5. Consistent national policies for the enrollment of the dropout on the COE and the MSRTS.

6. Continued interstate coordination of secondary issues through 143 projects.

7. Increased coordination between state migrant education projects, national organizations, and other agencies serving high risk youth.

8. Intrastate and interstate dissemination of model programs, directories of agencies, directories of services, newsletters and other resources that serve the dropout.

9. Increased number of HEP and HEP-like programs for dropouts.

10. Development of more work/learn options for dropout youth (migrant and non-migrant funded).

11. Enrollment and service to all dropouts ages three to twenty-one.

12. Establishment of minimum services to all dropouts for assessment, counseling, referral, and support services.

13. Description of recommended or suggested services to dropouts.

14. Development of good retrieval programs for dropouts.

15. Development of good alternative educational program models for dropouts.

16. Development of good life survival programs for dropouts.

17. National advocacy for the needs of migrant dropouts.

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C. Alternatives to School

WORKSHOP NOTES

TOPIC: I. Identification of Dropouts and Assessment of Needs

SESSION: A. WHERE ARE THEY? LOCATING THE MIGRANT DROPOUT

I. General Discussion and Sharing

There was discussion of the following programs and how they are assisting dropouts:

-- Teacher Advocacy Program (CA)
-- Interstate Identification (AZ)
-- Leadership Paring - Leaders/Migrant
-- Migrant Dropout Reconnection Program (FL) and other public resources
-- Military/Job Corps

Observations: Different states are serving dropouts at different levels. There is no precise definition of a dropout.

-- One district has a new position within the district to address the dropout issue and develop techniques to "lure" students back into school.

-- Need to get past "shot gun" approach to helping these children, advanced planning is needed.

-- A peer "buddy system" is used in California to provide mutual support for youth.

-- Often when dropouts are 17 or 18 year old females there is a need for child care.

II. Issues, Problems, and Priorities

1. There is a need for definition/clarification of the term "dropout".
   -- A description of the characteristics & symptoms of dropouts.
   -- An increased awareness of the dropout.
   -- Training of parents, the community, the school, on dropout issues and the need to find and serve dropouts.

2. There is a need for better trained personnel (Drop Out Specialist) at schools .

3. There is a need for identification of the dropout.

   a. better utilization of MSRTS (tracking-coding)
   b. interface with existing structures for attendance truancy, school board policies)
   c. coordination with other agencies and programs to locate dropouts

4. There is a need for strategies to counteract low self-esteem and help students who are academically overwhelmed.

5. There is a need for strategies to locate and serve youth at home taking care of babies/siblings.

6. There is a need for programs to address substance abuse and loitering.

We need to know the following information about dropouts:
   a. who dropped out
   b. why
   c. when
   d. where - use media (quiet dropout)

Also needed are:
   a. Resources for youth after age 17-18.
   b. Coordination with agencies for dropouts that move, i.e. HEP. Increased interstate coordination.

7. Alternative methods for identification and recruitment.

III. Problem Solving Process

Issue: How to define a dropout

--common definition: student leaves school

--California Department of Education: absent 45 days from school with no request for transcript from another school.

--below compulsory age of attendance

--failed to graduate (unfinished)

Facilitator: Susan Ochs

Recorder: Joy Hollien, Jeanette Morales

TOPIC: I. Identification of Dropouts and Assessment of Needs

SESSION: B. CHARACTERISTICS OF STUDENTS, SCHOOLS, AND THE COMMUNITY THAT CAUSE STUDENTS TO DROP OUT

Characteristics of the schools that cause students to drop out:

I. Inflexible School Policies and Practices

a. Lack of variable credits
b. Variable attendance policy
c. Increased graduation requirements
d. Lack of alternative educational programs
e. Lack of teacher training & methodology
f. No alternative exit diplomas
g. Exclusion of migrants from academic and social activities

II. Inadequate Counseling Programs

a. Lack of training of all counselors who serve migrant students.*
b. Lack of training for students and parents in the following areas:

1) academic requirements to graduate**
2) alternative programs
3) ways to deal with personal - economic - pregnancy - self-esteem
4) career/vocational education

III. Inadequate Academic Programs

a. Content development not concurrent with language proficiency
b. Language development not addressed at secondary level***
c. Lack of articulation/communication between grade levels and schools.
(Elem./Jr. High/High School/College)
d. Disparity between age and grade, (overage students drop out more often)

CHARACTERISTICS OF STUDENTS
continued

Resources available through IMSTP:

* "The Counselor and the Migrant Child" by the California Department of Education.

**"Steps to Success/Pasos al Exito", a pamphlet on graduation requirements and student self-advocacy.

*** FOCUS:LANGUAGE, forum on the migrant student and language teaching at the secondary level, will be sponsored by IMSTP in San Diego, California May 21-22, 1987.

Facilitator: Frank Ludovina
Recorders: Penny Annicharico, Taffra Mayo, Lori Collins

TOPIC: I. Identification of Dropouts and Assessment of Needs

SESSION: C.NEEDS PRESENTLY IDENTIFIED IN THE DROPOUT POPULATION

Issues and Problems

Student Dropout Needs:

- Academic Evaluation
- ESL - Basic Skills - Tutoring
- Health Checkup/Services
- Legal Counseling
- Personal Family Services
- Income/Employment

Goal:

Provide effective student assessment, counseling and referral.

Obstacles to Providing Assistance:

- Financial Limitations
- Cultural Barriers
- Lack of Human Resources
- Lack of Advocacy
- Mobility
- Language Differences

Options: (possible solutions)

- Improved Agency Cooperation (between and among public agencies, Migrant Education, and the schools)
- Unlimited Financial Resources
- Total Information Concerning Needs and Available Resources
- Mandated Counseling Components in Schools and Migrant Programs

Sources of Information for Assessing Student Needs:

- Check MSRTS
- School Records
- Health Records
- Interview Family, Employer, Student, and Teacher

Facilitator: Dr. Gloria Mattera (Bob Lynch)

TOPIC: II. Dropout, Enrollment and Graduation Data

SESSION: A. ENROLLMENT PROCESS FOR DROPOUTS (COE, Dropout and Graduate Data Collection On The MSRTS)

Issues and Problems

1. There is a need to have local definitions for dropouts and/or regional or state definitions.

2. There is a need to enter the termination codes (four codes) into the MSRTS record.

3. There is a need for entering termination codes nationwide.

4. There is a need to build confidence in the MSRTS system.

5. There is a need to increase the use of MSRTS as an instructional tool as well as a data collection system.

6. There are a limited amount of resources available at the local level to get the MSRTS data into the system.

7. An expansion of follow-up work by receiving school counselors is needed so data put on COE and MSRTS is put to use.

8. There is a need for expanded use of the MSRTS users' resource manual at the secondary level.

9. There is a need for states to prioritize services so that secondary students become a greater focus of migrant services.

10. There is a need for better understanding of the capability of the MSRTS as a supplier of management and instructional data.

ENROLLMENT PROCESS FOR DROPOUTS
continued

Solutions

1. Develop definitions of dropouts
   a. Local agencies develop definitions which meet their needs.
   b. State departments develop a standard definition, pilot its use and adopt it.

2. Termination codes entered in all agencies.
   a. Educate local agencies to the value of entering termination codes.

   b. Expand use of MSRTS by secondary programs and the importance of using termination codes.

Facilitator: Bob Welty (& Jim Rigney)
Recorder: Steve Trujillo

Editor's Note: A migrant student at the secondary level, for purposes of MSRTS enrollment and data entry should fit in one of the catagories below:

In school: child is in school (school enrollment date and residency date should be on COE/MSRTS)

In district with no school in session (i.e. summertime): residency dates only should be on COE/MSRTS. State could request school identification on any entry.

In alternative education program: (residency dates & special program: entry GED/alternative education. No record of school attendance will be maintained by MSRTS unless school code is used.)

0 = dropout: (not in school, although school is in session, residency date, no school enrollment date, 0 flag entry) 0 does not stop funding.

G = graduate: completed high school, G flag entry (residency date-graduating, does not stop funding)

E = completed GED or other high school equivalency program, E flag entry, (residency date, E does not stop funding)

Editor's Note
continued

D = death

N = assuming non-migrant status (not migrant, wishes not to be enrolled as migrant). No residency or enrollment date.

Notes:

Flags D and N (only) terminate funding and MSRTS record updating ability.

End of eligibility and 18th birthday also terminate funding.

TOPIC: II. Dropout, Enrollment and Graduation Data

SESSION: B. DROPOUT RATES AND ATTRITION RATES FOR MIGRANT AND SIMILAR POPULATIONS

Issues and Problems

1. No method, means, mechanism for tracking kids.
2. Variations in terminology and definitions.
3. Need to operationalize: Grad Vs. Non-Grad.
4. When is a kid "your" student for enrollment?
5. Who's responsible for recording information pertinent to graduation interstate or intrastate?
6. Lack of interstate coordination on credit accrual.
7. Failure to enter students' credit accrual in summer programs.
8. Lack of enforcement of truancy laws.

--Need high motivation and advocacy for students

Goals

To establish a national student monitoring (data gathering) system that uses common definitions. Such data could include:
a) graduates versus non-graduates and
b) age range of graduates and dropouts

This system would be streamlined and tie in with existing systems.

Possible Solutions

1) Make this goal an ECS-IMEC task or priority
2) Adapt/adopt existing monitoring systems
3) Make goal a priority for national forum: "Youth at Risk"
4) Pay family for every graduate*
5) Guarantee every high school graduate a job/college education*
6) Legislation to institutionalize goals
7) Share existing dropout definitions
8) Giving 6th graders tuition for college*
9) Remove roadblocks for financial aid
10) Retention programs for keeping kids in school

DROPOUT RATES AND ATTRITION RATES
continued

Insurmountable Problems:

American citizenship? Access to education for undocumented students.

Facilitator: Jim Gonzales and Maria Chairez

Recorder: Lori Collins

*Editor's Note: The process for brainstorming solutions included instructions to think of three absurd suggestions to increase creativity and broaden the options considered by the group. Often the solutions are not that absurd!

TOPIC: II. Dropout, Enrollment and Graduation Data

SESSION: C. STUDENT PROFILES AS A MEANS OF DETERMINING DROPOUT RATES

Issues and Problems

Needs:

1. A need for a universal definition of "dropout"
2. Strategies for locating dropouts
3. A need for sensitive, trained personnel to work with dropouts
4. A commitment between schools, agencies, and community
5. Indicators of success have not been identified K thru 12.*
6. Useful, practical, effective record-keeping system.

Solutions:

Definition of a Dropout:

A dropout is a pupil (individual) of compulsory age or above who:

a. has never enrolled in a school
b. has been absent from a program for 20 or more days and/or has withdrawn from school and not re-enrolled in another district or program
c. has not completed a high school program, alternative program or vocational program

Facilitator: Ray Paiz

Recorder: Penny Annicharico

*Editor's Note: A chart outlining indicators of success is available through the IMSTP office.

"Student profiles" refers to a system of tracking individual migrant students over a four or more year period in order to determine dropout rates and graduation rates. In 1985 California Migrant Education Region II, produced the Duerr Report profiling students in that region. Presently the Migrant Attrition Project (an 143 interstate project funded through SUNY, Oneonta, New York) is conducting an analysis of migrant attrition rates using MSRTS data.

TOPIC: III. Interagency Cooperation to Serve the Migrant Dropout

SESSION: A. INTERSTATE COORDINATION PROJECTS [Migrant Dropout Reconnection Program, Texas Interstate, Interstate P.A.S.S., Interstate Migrant Secondary Team Project]*

Question: How can 143 projects and other interstate projects serve migrant dropouts, and how can these activities be institutionalized by 141 migrant base programs?

Needs:

1. Money
2. HEP programs to be institutionalized
3. More HEP-type residential programs
4. Work closely with STPA, JTPA and Migrant 402 programs
5. Incorporate 143 projects in 141 applications
6. Interagency referrals/coordination
7. Manpower
8. State support for interstate projects
9. Foundation support
10. Increase knowledge about projects
11. Legislative relief in funding
12. Increased use of MSRTS
13. Interstate effort on enrollment of dropouts
14. Publication of successful projects
15. Continuation of 143 projects

INTERSTATE COORDINATION PROJECTS
continued

Goals:

1. To continue interstate coordination through 143 or other avenues/agencies

2. To establish coordination with HEP/CAMP projects

Possible Solutions:

1. Swiss Bank Account

2. Centralize authority for the Migrant Education program at the state level

3. Networking

4. Representation/visitation between states (real people)

5. Training for parents in judicial and/or legal matters

6. Cooperation with existing national organizations who serve dropouts

7. Public recognition of successful projects

8. Reauthorization of 143/HEP/CAMP's funding

Best Bets:

-- Representation/visitation between states

-- Reauthorization

-- Cooperation with national organizations

INTERSTATE COORDINATION PROJECTS
continued

Obstacles:

I.

a. Lack of coordination of effort among agencies
b. Lack of money
c. Lack of willingness to share resources
d. No unified focus or direction of services
e. Lack of public support
f. Apathy
g. Lack of awareness
h. Economic impact due to dropouts

II. Similar to I. -- Social Obstacles

a. Diffusion of control of migrant programs at local level
b. High School Equivalency Program is not part of 141 State Migrant Education funding, but requires annual proposals to federal government.
c. Lack of commitment on state or national levels.

Facilitator: Bob Lynch (Tomás Yañez, Socorro Barron, Frank Kazmierczak)

Recorder: Jean Warren

* Editor's Note:
1. The Interstate Migrant Secondary Team Project is funded to continue intra-interstate teaming for secondary school program improvement and dropout prevention for 1986-87.

This year, the IMSTP Team will continue to receive training in advocacy and special programs and will conduct trainings for secondary staff in the participating states. IMSTP will continue to provide networking, inter-state coordination, credit accrual assistance, research, and resources from the office and through the IMSTP Newsletter.

2. P.A.S.S./Mini-P.A.S.S. is a Central Stream secondary project submitted by Wisconsin for Wisconsin, Minnesota, Ohio, Illinois, South Dakota, and Michigan. The project proposes to develop Mini-P.A.S.S. materials for use in a teacher assisted semi-independent manner by Junior High School migrant students moving into the Central Stream, (usually from Texas to northern states and back).

INTERSTATE COORDINATION PROJECTS
continued

3.The Migrant Attrition Project (MAP) submitted by New York will provide much needed data for migrant dropout retrieval efforts. This research project proposes to determine a current dropout rate for migrant students.

A sample of 1,000 students (7th graders in 1980-81) will be tracked through 1985-86 to determine whether they dropped out of school, graduated or are still in school.

This sample will be from students in Georgia, Illinois, Michigan, New York, or Ohio (receiving states and Texas and Florida, [sending states])

4. The Migrant Dropout Reconnection Program offers information on educational and vocational programs. The project encourages students to earn a high school diploma, take the high school equivalency exam (GED) or enroll in an alternative education program. The project also published REAL TALK, newsletter directed toward young people, between 16 and 21 years old, who quit school before completing the requirements for a high school diploma. It contains articles on careers, different occupations and future plans.

5. The Texas Migrant Interstate Program coordinates the Secondary Credit Exchange process as well as junior high school course work acceptance. The Texas Migrant Interstate Program facilitates "Summer Project Assignments" in which Texas educators travel to receiving states to help organize programs, enroll students, monitor course work, and provide continuity in the areas of personal and family support. In addition, a roster of "content area specialists" is maintained as a resource for workshop requests. The Texas Migrant Interstate Program also coordinates exchange visitations of home base and receiving state educators.

6.High School Equivalency Programs (HEP) are migrant programs designed to serve high school dropouts. Participants earn high school equivalency diplomas through individualized, self-paced programs. HEP's are usually located on university campuses to allow students to explore options for post secondary education and for careers. Supportive services are also available as needed. HEP's offer a valuable alternative for migrant students who have left regular secondary school programs.

7.The College Assistance Migrant Program (CAMP) supports migrant students entering or wishing to enter the university, by providing students with tutorial assistance, campus orientation (buddies), help with applications for financial assistance and other special programs or services. The CAMP program provides counseling and academic assistance and also funds a limited number of part-time jobs on campus to assist students with financial need. Nationwide, CAMP retention statistics are impressive. One CAMP program boasted a 20% dropout rate for CAMP freshmen, while the dropout rate at the university for all freshmen was 65%.

TOPIC: III. Interagency Cooperation to Serve the Migrant Dropout

SESSION: B. California High Risk Youth Division - Senate Bill #65, Florida Dropout Prevention and Recovery Legislation

I. Awareness Discussion of Dropout Component of SB65 and provisions.

II. Issues and Problems

1. Lack of coordination between categorical, core programs and funding sources -- intra-state/inter state coordination, district/state coordination with migrant education programs.

2. Lack of knowledge and information by administrators and staff of schools/districts about categorical programs, a tendency to maintain the status quo.

III. Goal:

Effective interagency cooperation and effective use of state mandated dropout programs.

1. divide into percentages the available money
2. need to divide money according to existing needs
3. allocation based on literature/research
4. address dropout needs through school site council--prioritize need (independently)
5. provide a common base of information for districts
6. identify one person to coordinate dropout services
7. identify an interdistrict (consortium) council
8. eliminate district boundaries in the establishment of programs for dropouts (Hawaii, Puerto Rico)
9. provide information highlighting and featuring successful programs
10. state/district staff exchange (of job roles)
11. fiscal control -- "sanctions" if objectives are not met

Facilitator: Maria Chairez, CHRYD, (Jeanette Morales)
Recorder: Penny Annicharico

Editor's Note: The California (SB65 High Risk Youth) and the Florida Dropout Prevention Act now have extensive dropout bills which provide funds to districts to carry out dropout prevention and retrieval activities. More information on these is available through IMSTP.

TOPIC: III. Interagency Cooperation to Serve the Migrant Dropout

SESSION: C. INTERSTATE COOPERATION TO SERVE MIGRANT AND HIGH RISK YOUTH. (The 1987 Education Commission of the State High Risk Youth Forum)

I. General Problems:

1. Serve migrant dropouts and high risk youth.
2. Identify and recruit -- use of COE and service strategies.
3. Identify and recruit in receiving states (find students).
4. Lack of awareness of the migrant dropout.
5. Lack of advocacy for the migrant dropout.
6. Lack of interstate program alternatives.
7. Failure to implement programs because of costs.
8. Lack of catalogs and direction for communication among agencies serving migrants*.
9. Failure to identify individual student needs and provide referrals.

II. Interstate Problems:

Reciprocal Sharing

Needs:
1. More awareness of interstate programs (ECS-IMEC, IMSTP, MDRP)
2. More parent involvement
3. More involvement of corporate/private sector
4. Need to establish linkages for comprehensive service centers.
5. Interagency/inter-program cooperation -- e.g. JTPA, Job Corps, etc.

III. Problem #1:

How ECS-IMEC can advocate for dropouts?

Goal:
Increase interstate efforts to serve dropouts via ECS-IMEC.

INTERAGENCY COOPERATION
continued

Solutions:
There is a need for ECS/IMEC to advocate for:

a. Identification and recruitment of all dropouts
   --in families
   --in receiving states
   --alone
   --who can be served younger and older youth ages 3 to 21 years

b. Service to dropouts (maximum or ideal)
   counseling
   career education
   family planning
   alternative education
   health
   vocational training
   career counseling
   identify needs
   job placement
   referral to agencies
   family involvement with youth

c. Service to dropouts (minimum)
   assessment of needs
   counseling
   referral services
   health services

d. Training of special dropout staff/counselors
   Strategies
   Service to dropouts to be a part of state migrant education program plans. Possible restructuring of secondary service plans to supply more counseling/counselors.

e. Coordination with social/education agencies

f. Better communication systems to reach local programs including:

   o newsletters
      ECS - LEADER Educational Journal - national distribution
      MEMO - Migrant Education National
      IMSTP NEWSLETTER for Secondary School Staff & Migrant Students-National distribution

INTERAGENCY COOPERATION
continued

REAL TALK - Migrant Dropouts National distribution

- o training networks (IMSTP Team)
- o mailing dissemination
- o Special focus on students who are out of school at the High Risk Forum.
- o Child development services for all migrant children (0-5) Head Start services to those most in need.
- o Advocate for importance of migrant labor in American society/economy.
- o National health insurance for migrant workers health, insurance for migrant youth (states).

IV. How ECS will advocate:

Recommendations can come to ECS-IMEC from:
> States
> IMSTP Focus: Dropout Forum
> IMEC Steering Committee
> ECS Council

ECS-IMEC will advocate in these ways:
> results of FOCUS: DROPOUTS will be shared with Council
> a mini-forum on FOCUS:DROPOUT issues will be conducted at a Council meeting.

V. Problem #2
Lack of parent involvement.

Goal:

Interstate parent will know options and services available to them wherever they go.

Possible Solutions

1. Use of hotline/REAL TALK to disseminate information.

INTERAGENCY COOPERATION
continued

2. Visitations from receiving states to sending states, staff meets with parents.
3. Use of radio (Spanish language) and television.
4. Newsletter to parents
    - > Include interstate information in local newsletters
    - > Feature special programs available at local level
5. Go to hang-outs to disseminate information and newsletter to agencies, laundry, church, movies, groceries, bars, pool halls.
6. Home visits, camp visits
7. All staff need to know resources at home and in receiving states with student or parent contact.
8. Two-way referral with agencies (Headstart/health/JTPA, Migrant 402), personalized communication from receiving state to parent in sending state regarding services.
9. Dissemination at state conferences.
10. Computerized education/social services by locale/instant retrieval and updating.
11. Parents visit sending/receiving PACs.
12. Recruiters have information to distribute on services (handouts).
13. Acquaint agencies with need to serve migrants.

Facilitator: Jim Gonzales

TOPIC: IV. Model Migrant Dropout Programs

SESSION: A. INSTRUCTIONAL AND SUPPORT PROGRAMS:
-- SUMMER INSTITUTES, FIELD TRIPS AND COUNSELING

Resource:

Directory of Federal Agencies and Non-Federal Organizations Providing Services to Migrant Seasonal Farm Workers & Families --December, 1986.

Migrant Education Office
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Notes About Existing Instructional & Support Programs:

California: Mini-Corps Program: migrant college students work with migrant students in classrooms.

California: Secondary School Advisors: paraprofessional position, liaison to certified people, establish rapport with students. Are not tutors. Work with P.A.S.S., work study, informal counseling: "godmother/godfather" roles. Migrant graduations are higher where this exists.

Arizona: Summer interstate recruiter, teacher model: (Blythe, CA/Yuma, AZ) for secondary students in fields, trailers, and camping out. Identification and recruitment: actual searching. Credentialed staff from sending state goes to recruiting state to help identify, provide needs assessment, and provide tutoring.

Wisconsin: Mini-P.A.S.S. program for those under 21 years. Junior High level instructional material for semi- independent study.

Texas: Migrant Counselor's Primary High School Service Model. Exemplary migrant students receive state awards and scholarships. Publish booklet and produce video of awards presentation for exemplary students.*

INSTRUCTION AND SUPPORT SERVICES
continued

California: "Yo Puedo" five-week summer sessions. Counseling, challenging curriculum, college awareness, readiness program.

Arizona: Preventing non-graduation. Follow-up with youth enrolled in May and not on graduating list, migrant sponsored after-school credit make up programs.

California: Student Mini-Conference: --Introduce high school students to "Yo Puedo" self-esteem leadership principles. --Opportunity to interact with college students.

California: "Yo Puedo"/MENTE summer (5 week) residential programs for high school students P.A.S.S.Work Study Peer tutoring program Study Schools (Saturdays)
Summer residential programs and Partnerships -- pick and choose components (coordinated with JTPA, Migrant Ed. Community Colleges) Score for College-Sharon Johnson, U.C. Irvine

Nationwide: HEP/CAMP Programs

Florida: Peer facilitator program, trained for identifying the "dropout".

Interstate: "Real Talk" publication/newsletter
Hotline students may call (MDRP-Boces, Geneseo, NY) (1-800-245-5681)
"Student Talk" IMSTP Newsletter

Florida: Summer Institute -- 200 students
Three different campuses -- residency program
Inter/intra agency cooperation --
JTPA/Migrant 402 funding

California: Teach ESL/San Diego
(projected) Summer program -- bilingual-ESL - migrant
6 hours of language -- total immersion

INSTRUCTIONAL AND SUPPORT PROGRAMS
continued

New York: Scholarships/Field Trips/Career Education
Writing about experiences
Youth Enhancement Program - JTPA Coordination

Issues and Problems

Problem: Not enough programs for dropouts.

Goal: To effectively coordinate Migrant Education with other programs in order to develop more services for dropouts--JTPA 402, JTPA, Head Start, Migrant Health, Job Corps, etc.

Obstacles:
Lack of awareness
Fear
Time
Differing goals
Turf

Who is responsible/advocacy
As educators we are too narrow in our perspective
Lack of networking/need to network
Money ("plenty of money" just haven't tapped enough of other agency resources)
Recognize need to cooperate

Solutions:
Achieving Smooth Interagency Coordination:

1. Job Training and Partnership Act <--> Migrant Education
(directory available)
Lack of uniformity
Better coordination needed
Need to know the people

1988 -- Push with JTPA - Migrant Health and Head Start for joint meetings where possible.

2. Schools should have continuing position of responsibility for dropouts.

3. Get schools to accept "non-traditional" ways to meet dropout needs.

INSTRUCTIONAL AND SUPPORT PROGRAMS
continued

4. Need for special concessions regarding credit accrual.

Focused Goals:

--We must be instrumental in forming inter-agency council, if none exists.

--Establish Migrant Concern Council--include service clubs.

--Find out what responsibility or mandate each agency has to discover if the migrant population is part of their target group.

--Advocate in the districts, assure that "our" kids are getting services.

--Empower kids to talk to kids.

Facilitator: Jeanette Morales (Bob Lynch)

Recorder: Jay Hollien

*Available through Texas Migrant Interstate Program.

TOPIC: IV. Model Migrant Dropout Programs

SESSION: B. HIGH SCHOOL EQUIVALENCY PROGRAMS: AN EDUCATIONAL ALTERNATIVE FOR THE MIGRANT DROPOUT

High School Equivalency Programs (HEP) are funded nationwide to provide migrant and farmworker youth an opportunity to earn a general education degree (GED). Some are residential programs on college campuses, some are commuter programs. The overall success rate for students earning the GED's is 81%.

Issues and Problems

1. Students have to relocate or travel to current sites.
2. California does not have a residential program.
3. It is difficult to get parental consent.
4. Not enough programs.
5. Lack of funds to expand.
6. Lack of dissemination of information regarding programs that exist.
7. Need to network outside of area -- hook up with corporations and businesses.

Satellite Issue:

Lack of alternatives for earning a "regular" high school diploma.

Priority Solutions:

1. Dissemination of information
2. Expansion of HEP/CAMP funding
3. Fund more residential programs

HIGH SCHOOL EQUIVALENCY PROGRAMS
continued

I. Dissemination of Information

a. Use existing forums to spread the news about HEP sites and HEP effectiveness.

b. Involve dropout prevention contact persons.

c. Make presentations at farmworker meetings.

d. Make information available to program managers, home visitors, aides in each district.

II. Expansion of HEP/CAMP Funding

a. Appeal to state Migrant Education directors for (141) Migrant Education state level funding.

b. Propose joint funding

c. Tap into foundations -- private/public sector funds

d. Seek Federal authorization to increase monies

III. Fund More Residential Programs

a. Provide documentation of effectiveness of residential programs.

Facilitator: Perfecto Muñoz

Editor's Note: High School Equivalency Programs (HEP) are important alternatives for migrant dropouts. HEP's graduation rates, post graduate placement and school continuation rates are excellent. A list of HEP sites can be obtained from IMSTP.

TOPIC: IV. Model Migrant Dropout Programs

SESSION: C. CAREER EDUCATION AND WORK EXPERIENCE (JTPA and Migrant 402) Used for Dropout Prevention and Retrieval)

Issues and Problems

Problems encountered in developing and implementing effective career education and work experience programs:

1. Territoriality - People's tendencies to stay within topic or geographic area often limits communication.
2. Insufficient Money
3. Migrant students need to earn credit for their work experience activities.
4. Legal issues for immigrants/undocumented workers limit some students' opportunities.
5. Cultural conflicts cause difficulties in placement.
6. Linkage between agencies is inadequate.
7. Limited bilingual staff (personnel).
8. Paperwork (red tape) slows process.
9. Lack of information on the part of agencies, community, school, parents, students and staff.
10. Supportive attitude and commitment is often lacking.

Priorities:

I. Territory/Communication/Linkages

II. Attitude/Commitment

III. Accreditation

IV. Funding

CAREER EDUCATION AND WORK EXPERIENCE
continued

Goal:

To establish linkages and communication to reduce territoriality among agencies, thereby facilitating the development of a specific career education plan.

Solutions:

1. --Establish inter-agency meetings.
   --Provide agency descriptions including narrative on the program.
   --Make initial contacts with key people.
   --Follow-up

2. Develop plan for programmatic responsibilities
   -- See how agencies fit in programmatic planning.
   -- Look for common goals.

3. Individual meetings

4. Public relations

5. Common goals

6. Identify the movers (leaders)

7. Timing -- when are grants being written?

8. Flexibility -- promote flexibility and compromise

Satellite Issues:

Limited bilingual staff available

Cultural conflicts: Should students go to college? Who decides?

Editor's note: The consensus was that each local agency operates differently even within similar programs (i.e. JTPA/CET/Migrant 402, Human Development Corp). Therefore, the listed "solutions" above suggest a good skeletal step by step plan for local designated Migrant Education personnel to follow in developing cooperative services.

In locales where this kind of close communication has been cultivated, services to migrant students have been greatly expanded and enhanced.

California Regions II, III, and VIII have model cooperative work experience programs. IMSTP has copies of migrant work study guidelines for most California Regions and has developed a summary of work study placement priorities all of which are available from the Interstate Migrant Secondary Team Project office.

Facilitator: Ray Paiz/Jean Warren

Recorder: Lori Collins

TOPIC: V. Expanding Migrant Services to Dropouts

SESSION: A. INTERIM SERVICES -- What Assistance Can Migrant Education Provide While Dropouts Are Out?

Issues and Problems

Minimum Services:

1. Finding the Dropouts (types of dropouts)
   a. arriving students (attend in only one other state)
   b. attend in home base only
   c. never attend
   d. moving dropouts
   e. residential dropouts (invisible dropout)
      --no family connections
      --push-outs (expelled)
      --over-age youth
      --working dropouts
   f. non-graduates (attending but insufficient credits)

2. How to Enroll the Dropout
   a. must enroll in "educational program"
   b. minimum service - counseling (home visits)
   c. enroll on COE:
      --preferred method is in-school attendance
      --regional/county/paper school
   d. Establish COE process for new enrollment
      Information needed:
        -- last date of attendance
        -- last school attended

3. What services are possible?
   a. counseling
   b. career exploration
   c. instruction
   d. P.A.S.S.
   e. referral

INTERIM SERVICES FOR DROPOUTS
continued

Possible Services

A. Non-Migrant Services:

Referral to Migrant 402, JTPA, GED Programs, High School Equivalency (HEP), Job Corps, Adult Education, (ABE).

Referral to liaison to provide advocacy and follow through.

Referral to military, California Conservation Corp (CCC), community colleges, immigrant services.

Types of Services:
Educational
Work/Employment Services
Vocational Training
Support Services: health, dental, vision, food, nutrition (WIC), adult and family services, mental health, juvenile services, legal services.

B. Migrant Services:

Personnel Services
Staff who might provide counseling and referral:
Recovery specialists/dropout specialists/recruiters
Informed in: networking, referrals, options, counseling

Educational Services
Special programs -- institutes for dropouts: summer, monthly, weekly, or year-round.

Purpose: --expose dropouts to options
--group counseling, sharing, brainstorming
--career education
--GED intensive preparation

Methods for recovery into educational system:
--contracts with HEP (i.e., for special summer programs); Migrant funded like MENTE/YO PUEDO Programs.
--P.A.S.S. used at sites (libraries, community center, camps), used in home study situation with home visits by staff.

INTERIM SERVICES FOR DROPOUTS
continued

Models -

1. JTPA Work Study Model.
   Pay stipend for attending educational programs instead of work.

2. Develop programs jointly with JTPA.
   Community college provides program, JTPA pays student (8 hour day), migrant coordinator does job placement and educational program, summer or year-round option, (also coordinated with probation department).

3. Put dropouts on work study job with educational component. Migrant education provides:
   --counseling/career, academic/personal/group & plan
   Migrant provides work study stipend/salary
   --for work time or whole program
   (independent of school district)

Other Migrant Services:

--Child care programs/health/nutrition

--GED programs/classes

--Placement, career, vocational counseling programs, and classes

--Life skills courses:
- o financial planning/health/parenting/budget daily
- o self-awareness, self-esteem, family planning, sex education
- o field trips/clubs
- o hotline, newsletter REAL TALK (M.D.R.P.)
- o include dropouts in regular migrant student special activities

Facilitator: Susan Morse

TOPIC: V. Expanding Migrant Services to Dropouts

SESSION: B. DROPOUT RETRIEVAL -- How Can Migrant Education Bring Dropouts Back Into Educational Programs?

I. Issues and Problems

Obstacles:
- -- Lack of staff expertise
- -- Accessibility of information
- -- Time
- -- Scheduling
- -- Willingness to work after hours
- -- Danger
- -- Personnel funding
- -- Finding dropouts (beating the bushes)
- -- Unrealistic expectations of students, of staff
- -- Accessibility to students
- -- Unlovable kids
- -- Lack of community involvement
- -- Lack of parental involvement

II. Goals And Solutions

Goal: To increase training and awareness of recruiters to better identify dropouts.

Solutions:
- o Comprehensive package from the district to promote dropout intervention.
- o Outreach person specifically for dealing with dropout
- o Committee develops a model for districts:
  -- sensitize staff, school, community, parents, students
  -- link resources (migrant directors' support and resources for a program, other resources)
- o Money (shift priorities, plan in budget)
- o Design a curriculum for dropouts ("Yo Puedo"), academic, guidance, instructional, support
- o Selection of qualified staff (not necessarily educators; having people skills and serving as role models)

DROPOUT RETRIEVAL
continued

- o Peer counselors
- o Innovation and risk-taking by staff
- o Achievers, movers, shakers of the bushes, people with persistence.

III. Recommendations

FINAL FINDINGS:

1. Establish a task force to assess needs. Develop a report to show findings. Distribute to agencies involved to gain support. (Youth at Risk Forum/Focus: Dropouts)
2. Development of the package - marketing of the strategy: selling, persuading.
3. Person in school to handle dropout coordination.
4. Follow recommended activities (listed below).

RECOMMENDED ACTIVITIES:

1. Develop linkages with outside agencies
2. Newsletter and hotline
3. Direct counseling
4. Referrals
5. Identification of dropouts
6. Training recruiters to find dropouts
7. Defining what a "dropout" is
8. Show quicker route to achieve goal (short-term accelerated programs)
9. Anticipate reluctance of students and parents to go back to school.
10. Patience and encouragement
11. Work experience relating to education
12. Self-esteem needs to be developed
13. Programs for child care for single young mothers

DROPOUT RETRIEVAL
continued

14. Ongoing support systems: how to study, test-taking skills, confidence-building, success experiences
15. Difference in counseling approach and sensitivity training in working with dropouts
16. Parental involvement
17. Getting schools to accept students
18. Support programs: drug & alcohol counseling
19. Interagency coordination
20. Communication between sending and receiving states regarding school records
21. School taking more responsibility for keeping students in.
22. Regular contact with youth/peer counseling, group sessions, rap sessions, support groups)
23. Schools need to develop special programs for dropouts
24. Realistic goals for students (dropouts)
25. Basic skills programs

Facilitator: Taffy Mayo

TOPIC: V. Expanding Migrant Services to Dropouts

SESSION: C. ALTERNATIVES TO SCHOOL -- Positive and Realistic Opportunities for Youth Who have Dropped Out for Good.

Issues and Problems

Problems:

1. Awareness of Alternatives
   a. Student & Parents
   b. Migrant Education
2. Not enough alternatives
3. Lack of knowledge of funding sources
4. Matching dropouts with alternatives
5. Need to provide appropriate support services
6. Educators' lack of skills to develop motivation in dropouts
7. Lack of adequate follow-up/counseling

Possible Solutions:

1. Dissemination of information on model programs
2. Visitations to model programs
3. Identification of dropouts
4. Student advocacy
5. Overcome apathy
6. Life/job skills preparation
7. Follow-up/follow through
8. Compensate for "creaming" (service to most employable, no assistance to least employable) in some job training programs
9. Development of job search/job retention strategies

ALTERNATIVES TO SCHOOL
continued

10. Awareness of job market

11. Matching student to program

12. Counseling/planning for beyond high school diploma or equivalent.

13. Provide support services or referral for services other than educational.

14. Identification and recruitment: serve all dropouts.

Facilitator: Tony Archuleta and Dr. Gloria Mattera

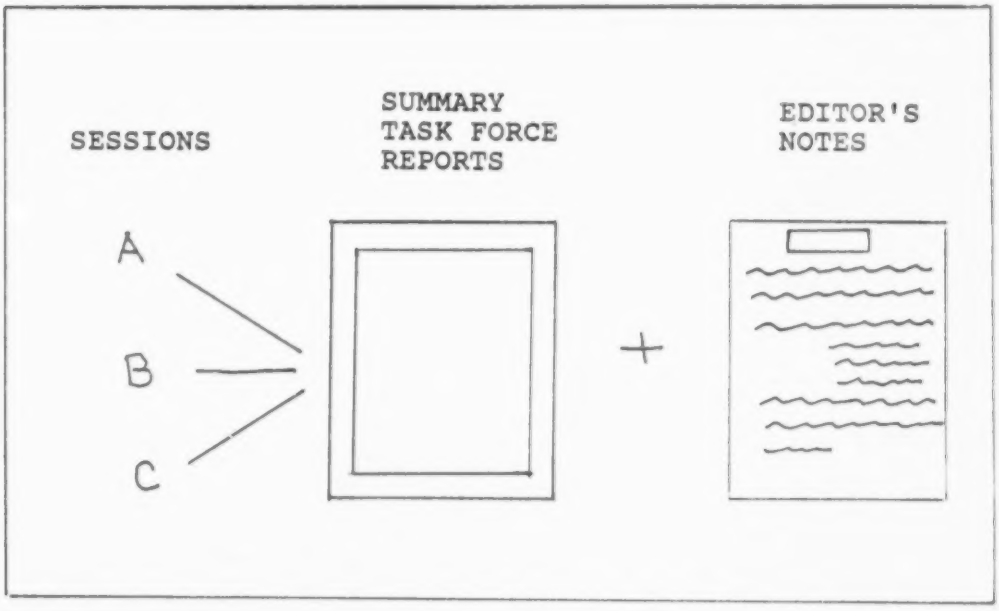
Recorders: Penny Annicharico, Bob Kelly

SUMMARY TASK FORCE REPORTS

FOCUS: DROPOUTS was a stimulating and enlightening forum for all those involved. Participants responded that they were excited about the sharing, the identification of issues and the discovery that took place. Most participants also experienced frustration at the lack of time (two days) to cover such an important and complex topic.

All of the facilitators of these groups reported that there was insufficient time to review the findings of the preceding sessions in order to develop comprehensive recommendations.

Fortunately, the forum process elicited recommendations from the working groups. Therefore, in addition to the final reports from each summary task force, this section includes supplementary notes by the editor extracted from the original sessions.



TOPIC: I. IDENTIFICATION OF DROPOUTS & ASSESSMENT OF NEEDS

----------Summary Task Force Report----------

1. Issue: There is a lack of an operational and universal definition of dropout.

   Recommendation: Develop a national definition that is practical at the field level.

2. Issue: There is a lack of coordination of groups working with the dropout issue.

   Recommendation: Develop coordination strategies to promote coordination among groups working with dropouts.

3. Issue: There is a lack of training of personnel who should serve dropouts.

   Recommendation: Develop training programs for personnel working with dropouts.

4. Issue: There is a lack of a vested interest in serving dropouts.

   Recommendation: Develop strategies to create a vested interest by personnel and agencies that should serve dropouts.

Facilitator: Frank Ludovina

Editor's Notes

I.A. Where are They? Locating the Migrant Dropout

A universal definition of "dropout" should be established in order to ensure accurate dropout identification, and data collection (see definition IA, IIC on dropouts and graduates).

Profiles of dropouts should be developed to assist staff in identifying and serving them. (There are many silent or invisible dropouts.)

Year-round identification staff for migrant students and dropouts should be available in all regions and states. Frequently moves occur during inactive periods of schools and migrant programs (i.e. August).

Staff development should be provided to recruiters on strategies to identify dropouts and non-attending students. Local training is important to identify crop activity, local migrant living, shopping and gathering places.

All dropouts who can be served (younger and older youth ages 3-21) should be identified and recruited in families/at home, in receiving states, alone, working.

I. B. Characteristics of students, schools and the community that cause students to drop out.

There was a need for more information on who drops out, why and when.

Identified needs at schools to help retain the migrant student include (see detailed list IB):

- o more flexible school policies and practices
- o improved counseling specific to migrant students
- o more appropriate academic programs

Needs in the community to help decrease the dropout rate include:

o accessible information concerning services available to youth lacking appropriate documentation, should be available to migrant staffs.

o more coordination among programs and agencies offering services for which migrant youth are eligible.

Increase advocacy for dropout at schools and in community.

I. C. Needs Presently Identified in the Dropout Population

The primary needs identified for the migrant dropout population are assessment, counseling, and referral. Minimum services to the dropout should include this assistance. Available resources should be used to assess needs such as the MSRTS, school records, health records, contact and interviews with families, youth, teachers, and possibly employers.

Needs of dropouts cited included:
-- academic evaluation and assessment
-- counseling and referral
-- ESL basic skills tutoring
-- health checkup and services
-- personal/family services
-- income/employment

Characteristics of dropouts include: low self-esteem, being academically overwhelmed, being responsible for the care of infants and/or siblings, repeated failure, family pressures, need to work, being overage, no clear plans or choices for the future, social/peer pressure.

TOPIC II. DROPOUT, ENROLLMENT AND GRADUATION DATA

----------Summary Task Force Report----------

Issues:

1. Lack of a clear definition of "dropout".
2. A need for tracking/monitoring system for collecting dropout data.
3. Need for utilization of MSRTS for management as well as instruction.
4. Need for expansion of resources for dropouts at local level(s).
5. Need for greater focus on secondary students (successful programs, student profiles).

Recommendations

1. Develop a universal definition of a dropout (focus on characteristics rather than needs).
2. Reassess present MSRTS (national tracking system).
3. Redesign or expand system to accommodate record-keeping needs/requirements.
4. Seek alternative means of funding to provide increased resources needed to expand services at the local levels -- support cooperative efforts among agencies.
5. Continue focus on secondary students vis-a-vis:
   --forums
   --workshops
   --showcasing successful programs/strategies

Facilitator: Retha Nero

Editor's Notes

II. A. Enrollment Process for Dropouts (COE & Dropout and Graduate Data Collection on the MSRTS)

-- The process for enrolling migrant dropouts on the certificate of eligibility (COE) must be established by each state.

-- Dropouts should be enrolled on the MSRTS using the "0" termination code, the residency date, last grade attended and last date attended.

II. B. Dropout Rates and Attrition Rates for Migrant and Similar Populations

-- A consistent definition of dropout is needed for data collection purposes.

-- All agencies should enter "0" the termination code for dropout on the M.S.R.T.S.

-- The M.S.R.T.S. use should be expanded to allow for collection of data on dropouts and graduates.

-- There is a need for better understanding of the capability of the M.S.R.T.S. as a supplier of management and instructional data.

II. C. Student Profiles as a Means of Determining Dropout Rates

-- Use of termination codes on the M.S.R.T.S. for dropouts, graduates and alternative graduation should be used nationally.

-- A nationwide data gathering system is needed to track migrant youth to determine numbers of graduates, alternate graduations, and dropouts; ages of graduates and dropouts, and other pertinent data. This should be part of or coordinated with M.S.R.T.S.

Editor's Notes
continued

-- Staff responsible for seeing that graduation and dropout data is entered in system (MSRTS) should be designated in each Migrant Education Program.

-- A useful, practical, effective record keeping system is needed to assist in establishing and documenting actual student progress for accurate student profile studies.

-- Factors indicating student successes or the reasons students stay in school should be documented.

TOPIC III. INTERAGENCY COOPERATION TO SERVE THE MIGRANT DROPOUT

----------Summary Task Force Report----------

Interagency Cooperation
Agencies:
Interstate 143 Projects/HEP Programs
141 State Migrant Education Programs
Intrastate Regions, Migrant Service Areas, Counties
Districts, Schools
Other educational, vocational, human service agencies

Issues

1. Lack of knowledge/awareness
   Lack of advocacy
   Lack of unified focus --> direction

2. Territoriality - Turf (People tend to stay within their familiar territories and also be somewhat possessive about other people venturing on their turf. Therefore, change and coordination are slow to occur.)

3. Money --> Personnel--> Task
   (Lack of money causes a shortage of personnel which means that there are not enough resources to provide adequate services to dropouts.)

Need:

To establish linkages among interstate, intrastate, interagency dropout services (national, state, local).

To develop communication among agencies about high risk youth, dropouts and their needs; to develop a consistent plan [unified focus] that would result in more effective services to clients

Recommendations:

1. Network between State Migrant Education Programs (141), Inter/Intrastate Migrant Projects (143), Migrant High School Equivalency Program (HEP).

2. Network with Education Commission of the States and Interstate Migrant Education Council (ECS-IMEC).

3. Designate person(s) to coordinate national, state, local level efforts to identify services to dropouts.

4. Compile directory of services, programs available to dropouts.

5. Establish unified focus/direction. Assert the Migrant Education Program's intent to serve dropouts.

6. Highlight exemplary models of effective programs for dropouts, encourage public recognition.

7. Sponsor visitations to model programs.

8. Increase cooperation among existing national organizations that serve dropouts.

Facilitator: Ann Stadler

Editor's Notes

III. A. Interstate Coordination Projects (Migrant Dropout Reconnection Program, Texas Interstate, Interstate P.A.S.S., Migrant Secondary Team Project)

-- Continue interstate coordination through 143 projects and other agencies.

-- Increase coordination and awareness between HEP and CAMP programs and the 141 Migrant Education services.

-- Incorporate more interstate (143) activities into 141 State Migrant Education Program plans.

-- Include more HEP type programs in regular Migrant Education Programs.

-- Increase cooperation and coordination between Migrant Education and other national agencies serving high risk youth.

-- Publicize successful models nationally that serve dropouts.

-- Expand interstate efforts to:
--enroll dropouts
--publish descriptions of successful projects
--increase inter-agency cooperation
--increase use of MSRTS
--promote interstate visitations/sharing/cooperative program development
--promote national commitment to serve dropouts
--provide directories and catalogues of agencies and services

III. B. California High Risk Youth Division - Senate Bill #65 (Dropout Prevention and Recovery Legislation in Florida)

< Promote effective coordination among categorical programs and base programs.

< Increase awareness of school and migrant personnel regarding categorical programs for which migrant youth may be eligible.

< Promote effective use of state mandated dropout programs to reach migrant youth.

< Establish linkages and communication to reduce territoriality among agencies.

< Promote catalysts to enhance communication among agencies.

< Solicit involvement of corporations to provide services for dropouts.

III. C. Interstate Cooperation to Serve Migrant and High Risk Youth (The 1987 ECS High Risk Youth Forum)

< A need for awareness of available interstate programs by local programs.

< Improve communications systems to reach local programs via:
--newsletter
--training networks
--mailing dissemination

< Increase interstate efforts to serve dropouts via ECS-IMEC.

< Have special focus on students who are out of school at the ECS High Risk Forum (1987).

< ECS-IMEC can advocate for the following:
--results of FOCUS: DROPOUTS will be shared in a mini-forum conducted at a council meeting.

< ECS-IMEC might also advocate for:
--ideal and minimum services to dropouts
--training of special dropout staff
--coordination with social/educational agencies
- - m o r e c o m m u n i c a t i o n systems/networking/dissemination
--child development services for all migrant children or needs assessment to determine most in need
--importance of migrant labor in America
--national health insurance for migrant workers

TOPIC IV. MODEL MIGRANT DROPOUT PROGRAMS

----------Summary Task Force Report----------

The following recommendations are for local, regional, state or national migrant educators.

1. Increase dissemination of information regarding model dropout programs -- local, regional, state and national to include visitations.

2. Develop interagency cooperation regarding delivery services and available options.

3. Provide migrant or district personnel to serve as advocates to students at the local level.

4. Provide support services -- counseling, personal, academic, vocational to migrant dropouts.

5. Provide follow-up/follow through counseling (ongoing support) to migrant dropouts.

6. Develop flexible programs which accept credits, variable credits, transfer of credits and non-traditional ways to earn a high school diploma.

Facilitator: Bob Lynch

Editor's Notes

IV. A. Instructional and Support Programs: Summer Institutes, Field Trips and Counseling

More programs for migrant dropouts should be developed by the Migrant Education Program. Examples are:

< Summer institutes for dropouts to prepare for the GED exam.

< Year-round GED programs.

< Summer programs for non-graduating seniors to earn credits to graduate.

< Weekend/evening classes in life skills, survival skills, job skills.

< Counseling, peer counseling, group counseling, leadership, self-esteem building activities.

IV. B. High School Equivalency Programs: An Educational Alternative for the Migrant Dropout

Recommendations were that Migrant Education programs:

< Provide more alternatives to earning a "regular" high school diploma.

< Network with corporations and businesses for funds, sponsorships, vocational training, and apprenticeships.

< Advocate to expand funding for HEP/CAMP and/or institutionalize them as part of the (141) Migrant Education Program.

< Provide more publicity about and documentation of the effectiveness of HEP programs.

Editor's Notes
continued

IV. C. Career Education and Work Experience (JTPA and Migrant 402 used for dropout prevention and retrieval)

Migrant Education Programs should be encouraged to:

< Develop an effective career education plan for dropouts.

< Establish work study/career experience programs in which migrant students and dropouts can earn money and receive credit.

< Establish a means to provide work study or career experience options for migrant youth with inadequate documentation.

< Establish work/learn, career experience programs specifically for migrant dropouts that will provide life skills, career awareness, job skills and motivation to continue their education.

TOPIC V. EXPANDING MIGRANT SERVICES TO DROPOUTS

----------Summary Task Force Reports----------

Issue: (goal)
To provide counseling, community support services, instructional/vocational programs to migrant dropouts.

Recommendations:

1. Develop a directory which will include A-Z of model programs at district, county, state, or national levels; 3 sections should include:

    - o model programs
    - o instructional/vocational programs*
    - o community support services and model programs

2. Train the appropriate personnel to utilize the directory at all levels (community, county, regional, state, national).

3. Provide training on developing instructional and vocational programs where few or none exist.

Goal:
To adapt, adopt, or develop instructional/vocational programs for migrant dropouts.

Utilization of the directory of federal, national, state and local/regional alternative programs for dropouts will facilitate the attainment of this goal. Descriptive models of exemplary projects and programs should include contact person's name, address, and telephone number to establish a viable support network.

Facilitator: Ray Isola and Jeanette Morales

---

*Partial list of instructional/vocational programs:

Work Study
JTPA/P.I.C.
Military
HEP/CAMP
Vocational Training Program
Urban League
Job Corps
Mini-Corps/Medi-Corps
Regional Occupational Program (R.O.P.)
Junior Colleges/GED
Adult Education/GED
Apprenticeship Programs
Community Services Block Grant
Business & Industry Alliance
Cooperative Extension Programs
Portable Assistance Study Sequence (P.A.S.S.)
Community-Based Organizations
Foundations
Service Organizations
Ethnic & Religious Organizations
Employment Development Departments
Youth Coalition
National Dropout Prevention Center
State Department of Education

Partial list of community support services:

WIC - Women, Infants, and Children
Day Care/Head Start
Substance Abuse Centers
Migrant Health
Mental Health
Family Planning
Vocational Rehabilitation
Emergency Housing
Child Abuse Prevention Services
Battered Women's Shelters
Religious Programs/Services
Welfare Department
Literacy Volunteers
Legal Aid
Community Action Agencies

Editor's Notes

V. A. Interim Services- What Assistance Can Migrant Education Provide While Dropouts Are Out?

< Clarify and disseminate information to Migrant Education Programs on what services may be offered to dropouts.

< Establish minimum services that Migrant Education should include to serve the dropout such as:
--needs assessment
--counseling
--health/social services
--referrals

< Publicize and promote non-migrant services to be made available to migrant dropouts.

< Develop and pilot use of other educational services to dropouts including:
--special programs/institutes/workshops
--performance contracts
--use of P.A.S.S.
--life skills instruction
--work study/career exploration programs
--joint vocational training and educational programs

< Establish job descriptions for "dropout specialist" positions to provide networking, referrals, and counseling, i.e. dropout/high risk counselors, community liaisons, dropout recruiters.

V. B. Dropout Retrieval - How Can Migrant Education Bring Dropouts Back Into Educational Programs

A task force should be established to assess needs, report and advocate for dropout services.

< Districts should establish a comprehensive plan or model to promote dropout intervention.

< Districts or Migrant Education should designate an outreach person specifically to deal with dropouts. This person does not necessarily have to be an educator, but someone with people skills, who can serve as a role model and liaison as well.

< Appropriate curriculum must be designed for dropouts.

< Peer counselors should be used to retrieve dropouts.

< The district or Migrant Education should establish or coordinate with child care programs so youth who care for younger children may attend school.

V. C. Alternatives to School - Positive and Realistic Opportunities for Youth Who Have Dropped Out for Good.

< Disseminate information on educational and vocational alternatives to high school, so they may provide counseling to dropouts.

< Provide counseling/referral for dropouts which can individualize needs, motivate youth and select appropriate resources for them.

< Provide life skills training. Develop and teach job search and retention strategies.

< Develop programs to meet needs and develop skills of the presently unemployable including:
--basic education
--communication and people skills
--life survival skills

< Training in motivation counseling skills for dropouts.

< Make dropouts aware that education is available to them at anytime in their lives.

EVALUATION BY PARTICIPANTS

Presentation Characteristics	Excellent 5	Good 4	Average 3	Fair 2	Poor 1	No Opinion
Presentation well-planned	17	7				
New and helpful information	13	9				
Opportunity to participate	18	4				
Achievement of session objectives	12	9	1			
Overall Evaluation	16	7				

1. Describe two aspects of the forum that were beneficial:

"The comprehensive look at migrant dropouts and the logical exchange of ideas, strategies, experiences, etc."

"The interactive workshop model and the expeditious typing and organization of the working sessions."

"Being able to address the issue after much discussion. Sharing programs from other states that are successful."

"Focusing on global needs as well as local needs."

"Very inspirational -- a shot in the arm. It helped me focus a bit more on what I might be able to do."

"The balance between learning and giving. The schedule was easy to follow."

"The presentations of individual programs from throughout the country."

"Focusing on the 'real' issues. Gathering materials, learning about new resources, listening to the speakers."

"Sharing such a vast amount of information in such a short time period. Hearing about successful projects throughout the country."

2. Describe two aspects of the forum that might be improved:

"More time for task forces to synthesize session findings. Involve more representatives from agencies as well as the private sector who are involved in programs that serve dropouts."

"Need at least one social gathering for casual communication."

"More time, definitely."

3. What plans will you implement as a result of this meeting?

"The meeting format worked very well. We will use this format for a similar meeting."

"I now have better questions to ask and know more of what to look for at my schools for dropout prevention and retrieval."

"I will repeat this same forum in my home state. I'll share information with state administrators, specialists, and LEA coordinators."

Interstate Migrant Secondary Team Project
2802 Juan Street, #28
San Diego, California 92110
(619) 295-1313

ADMINISTERED BY
Office of Migrant Education
California State Department of Education
721 Capitol Mall
Sacramento, California 95814
John R. Schaeffer,
Director

IN COOPERATION WITH
San Diego County Office
of Education
6401 Linda Vista Rd.
San Diego, California 92111-7399
Dr. Don Rucker,
Interim Superintendent

December 18, 1986

Dear Educators:

Welcome to Focus: Dropouts. This Forum is being presented by the Interstate Migrant Secondary Team Project with assistance from team members from the 17 participating states. The Forum was initiated because this group expressed a deep concern for the plight of the Migrant dropout.

PARTICIPATING STATES

ALASKA

ARIZONA

CALIFORNIA

COLORADO

FLORIDA

IDAHO

MONTANA

NEVADA

NEW MEXICO

OREGON

TEXAS

UTAH

WASHINGTON

This Forum addresses youth who are not in school. These children may have left school because personal or family pressures overwhelmed them, or they may have slipped out, fallen out or been pushed out primarily because their needs and characteristics were too different to be accommodated by the school.

These youth may be the neediest of all Migrant children. Once out of school they are even further distanced from social and community structures that might assist them. When they drop out of school, they drop out of the American dream. Until now, they have also lost all contact with the Migrant Education Program. The question of this Forum is What can we do?

We believe your participation in this Forum will reap new ideas, solutions and new services for the Migrant dropout. You are very important to us because of your expertise and experience. All of you will be sharing issues, ideas and model programs in the next two days. Together we will seek out ways to assist Migrant dropout youth.

We hope the solutions and recommendations that we discover together will be immediately useful to you and to many others who receive our final report. We also hope this Forum will result in an increase and improvement of services to the Migrant dropout.

Thank you for your part in Focus: Dropouts. Welcome.

Sincerely,

Susan C. Morse

Susan C. Morse
Coordinator

SCM/sm

(a Migrant Education Interstate/Interstate Coordination Program, PL 95-561, Sect. 143)

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FOCUS: DROPOUTS

AGENDA

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Thursday, December 18

(8:30-9:30 AM - Facilitator's Meeting - Sandpiper Room)

Opening Session Regency "A" Room

10:00-10:45

- Welcome: Dr. Ulysses Horne, Master of Ceremonies
  Director, Migrant Education, Florida Dept. of Education
- Who Are We And What Are We Doing Here: Susan Morse
- An Historical Perspective: A New Focus On The Migrant Dropout
  Frank Ludovina

Working Sessions

11:00-12:15

I. TOPIC: IDENTIFICATION OF DROPOUTS AND ASSESSMENT OF NEEDS

A. Sandpiper Room Facilitator - Susan Ochs
   Where Are They? Locating The Migrant Dropout

B. Seagull Room Facilitator - Frank Ludovina
   Characteristics of Students, Schools and the Community That Cause Students to Dropout

C. Penguin Room Facilitator - Dr. Gloria Mattera (Bob Lynch)
   Needs Presently Identified in the Dropout Population

Lunch

12:15-1:30

Master of Ceremonies: Dr. Ulysses Horne
Luncheon Speakers: Dr. Gloria Mattera, MDRP - Jim Gonzales, ECS-IMEC

(a Migrant Education Interstate/Interstate Coordination Program, PL 95-561, Sect. 143)

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Working Sessions

1:45-3:00

II. TOPIC: DROPOUT, ENROLLMENT AND GRADUATION DATA

A. Sandpiper Room — Facilitator - Bob Welty (Jim Rigney)

Enrollment Process for Dropouts (COE and Dropout and Graduate Data Collection on the MSRTS

B. Seagull Room — Facilitator - Jim Gonzales (Maria Chairez)

Dropout Rates and Attrition Rates for Migrant and Similar Populations

C. Penguin Room — Facilitator - Ray Paiz

Student Profiles as a Means of Determinig Dropout Rates

3:15-4:30

III. TOPIC: INTERAGENCY COOPERATION TO SERVE THE MIGRANT DROPOUT

A. Sandpiper Room — Facilitator - Bob Lynch (Tomas Yanez, Socorro Barron, Frank Kasmierczak)

Interstate Coordination Projects
(Migrant Dropout Reconnection Program, Texas Interstate, Interstate P.A.S.S., Migrant Secondary Team Project

B. Seagull Room — Facilitator - Maria Chairez (Jeanette Morales)

CA High Risk Youth Division - Senate Bill #65
Dropout Prevention and Recovery Legislation in Florida

C. Penguin Room — Facilitator - Jim Gonzales

Interstate Cooperation to Serve Migrant and High Risk Youth. The 1987 ECS High Risk Youth Forum

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FOCUS: DROPOUTS

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WASHINGTON

Friday, December 19

Working Sessions

8:45-10:00

IV. TOPIC: MODEL MIGRANT DROPOUT PROGRAMS

A. Sandpiper Room — Facilitator - Jeanette Morales (Bob Lynch)
Instructional and Support Programs:
- Summer institutes, field trips and counseling

B. Seagull Room — Facilitator - Perfecto Munoz (Raul Diaz)
High School Equivalancy Programs:
An educational alternative for the Migrant dropout

C. Penguin Room — Facilitator - Ray Paiz/Jean Warren
Career education and work experience, (JTPA and Migrant 402) used for dropout prevention and retrieval

10:30-11:45

V. TOPIC: EXPANDING MIGRANT SERVICES TO DROPOUTS

A. Sandpiper Room — Facilitator - Susan Morse
Interim Services - What assistance can Migrant Education provide while dropouts are out

B. Seagull Room — Facilitator - Taffy Mayo
Dropout Retrieval - How can Migrant Education bring dropouts back into educational programs

(a Migrant Education Interstate/Interstate Coordination Program, PL 95-561, Sect. 143)

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Penguin Room	Facilitator - Tony Archuleta (Dr. Gloria Mattera)
Alternatives to School - Positive and realistic opportunities for youth that have dropped out for good.	

Lunch

11:45-12:45

Master of Ceremonies: Dr. Ulysses Horne
Presentor: Dr. Anthony Trujillo, Superintendent, Sweetwater Union High School District

1:00-1:45

Summary Taskforces

Participants will attend 1 of 5 sessions on the 5 conference topics.

SESSION I Regency "A"	Frank Ludovina Identification of Dropout and Assessment of Needs
SESSION II Regency "A"	Retha Nero Dropout, data, how to correct it and what it means
SESSION III Sandpiper	Anne Stadler Interagency cooperation to serve the Migrant Dropout
SESSION IV Seagull	Bob Lynch Model Migrant Dropout Problems
SESSION V Penguin	Ray Isola/Jeanette Morales Expanding Migrant Services to Dropouts

SUMMARY PROCESS

These summary taskforces will

1) review the issues, problems and solutions from the working sessions
2) summarize and prioritize these issues
3) develop recommendations for local, regional, state or national migrant educators

2:00-3:00

General Session - Regency "A"
Master of Ceremonies: Dr. Ulysses Horne
Reports from Facilitators
Closing Remarks: Dr. Ramiro Reyes

SPEAKERS

- Opening Session:

Dr. Ulysses Horne, Master of Ceremonies
Director, Migrant Education
Florida Department of Education

Dr. Ulysses Horne, State Director of Migrant Education in Florida, opened FOCUS: DROPOUTS and served as master of ceremonies throughout the forum.

Dr. Horne commended the participants for demonstrating their concern for the migrant dropout. He noted that new educational reform bills pose a greater challenge to Migrant Programs and their efforts to prevent an increase in dropouts. He expressed hopes that this group would help define new directions in providing Migrant Education services to the dropout.

Susan Morse
Coordinator
Interstate Migrant Secondary Team Project

Who Are We And What are We Doing Here?

Susan Morse, Coordinator of the Interstate Migrant Secondary Team Project, introduced the Focus: Dropout concept and discussed the objectives of the forum. She spoke of the participants as concerned educators who feel a sense of urgency to make the Migrant Education Program as effective as possible for youth in need. She urged a reemphasis on serving students and youth who are less successful, even though these efforts may sometimes go unrewarded.

Acknowledging that change is difficult for all of us, she urged participants to take a fresh look at our purpose and focus on the migrant dropout.

Frank Ludovina
Migrant Coordinator
Region IX

A Historical Perspective: A New Focus On The Migrant Dropout

Frank Ludovina, Migrant Coordinator for Region IX and Director for fifteen years provided the historical perspective on Migrant Education's progress in serving migrant youth and dropouts.

Mr. Ludovina talked about institutional inhibitors to graduation such as school retention policies and rigid school regulations. He emphasized the dilemma of the non-graduate or "dropout" that stays in high school for four years only to discover that he/she doesn't have the appropriate or sufficient credits to graduate.

He said Migrant Education risks becoming a "hostage to the public school system." He charged the Migrant Program to be flexible and creative and to develop educational alternatives for non-graduates and dropouts beyond the school structure. "We need to renew our mission to serve the youth in greatest need, the migrant child who is often out of sight and therefore out of mind."

- Luncheon Speakers:

Dr. Gloria Mattera
Director
Migrant Dropout Reconnection Program

Dr. Mattera discussed the life of the migrant child. Many of these children, she explained, are in the fields even before they are born. She described the daily living conditions of the migrant family.

She shared the book Belinda, which describes the migrant lifestyle through the eyes of a migrant child. The Migrant Dropout Reconnection Program is trying to retrieve and counsel dropouts so they can achieve some of their dreams and goals.

Jim Gonzales
Program Coordinator
Education Commission of the States
Interstate Migrant Education Council

Jim Gonzales of ECS-IMEC spoke of the High Risk Conference planned for the fall of 1987, to be sponsored by the Education Commission of the States. It is a nationwide cooperative effort to address the needs of high risk youth. The outcome of FOCUS: DROPOUTS will be incorporated into that conference, providing a special emphasis on migrant youth.

Dr. Anthony Trujillo
Superintendent
Sweetwater Union High School District

Dr. Trujillo emphasized the importance of providing alternative programs in the schools in order to retrieve dropouts. In the Sweetwater Union High School District approximately 2,200 students drop out of school each year.

Innovative programs are also needed to help the high risk student, especially the migrant student, be successful and stay in school.

We must try new approaches, become educational entrepreneurs and take the risks that good business people take in order to create new educational models.

The Plato Program, a dropout retrieval strategy, uses computers and unconventional hours to attract students. The self-paced Plato Program provides immediate success and helps motivate students. Presently, 600 dropouts have been retrieved with Plato and more are on a waiting list.

Dr. Trujillo concluded that we need to develop incentives for youth to stay in school and for the staff and the community to want them in school.

- Closing Remarks:

Dr. Ramiro Reyes
California State Department of Education
Public Instruction, Assistant Superintendent
for Categorical Support, Programs Division

Dr. Ramiro Reyes Assistant Superintendent of Categorical Support ended the program Friday. In his closing remarks Dr. Reyes challenged the forum participants to become aware of the world of work for which they are preparing youth. He stated that students as well as educators need to be more knowledgeable about business and employment in the public and private sectors.

Dr. Reyes expressed the hope that the concern for dropouts would extend beyond the participants at this forum, "because society needs to educate all of its children".

FACILITATORS

Tony Archuleta - Program Specialist for the New Mexico Migrant Education Program. He is also IMSTP team member from New Mexico.

Socorro Barron - IMSTP Secondary Specialist, was formerly a resource specialist and language acquistion specialist.

Angela Branz-Spall - Coordinator Migrant Education and Indian Education for the state of Montana. She is also an IMSTP team member.

Maria Chairez - Program Consultant, specializing in dropout recovery for the High Risk Youth Division of the California Department of Education.

Raul Diaz - Director of CAMP, Fresno State University. Director of HEP/CAMP Association.

Jim Gonzales - Program Coordinator for Education Commission of the States' Interstate Migrant Education Council.

Ray Isola, Coordinator Region XVI, Migrant Education, Monterey County, California

Frank Kazmierczak, Secondary Specialist, for the state of Wisconsin, and Coordinator of the Interstate PASS, Mini PASS 143 project.

Frank Ludovina - Coordinator, Region IX Secondary Education Specialist.

Bob Lynch - Coordinator for the Migrant Dropout Reconnection Project - a 143 coordination project.

Dr. Gloria Mattera - Director of Migrant Dropout Reconnection Project.

Taffra Mayo - Counselor, High School, Jr. High School Transition project, Delano, CA.

Jeanette Morales - Coordinator, Migrant Education Regional Office, Yakima, WA.

Perfecto Muñoz - HEP Director, University of the Pacific, Stockton, CA.

Retha Nero - Program Director, Migrant Support Services, Florida State Department of Education.

Susan Ochs - Migrant Resource Teacher, Interstate ID&R Project Coordinator.

Ray Paiz - Coordinator, Region II, Area III, Migrant Education, Yuba City, CA.

Jim Rigney - Facilitator/Trainer, Chapter I, Migrant Education, Olympia, WA.

Anne Stadler - Coordinator Migrant Education, Yuma Union High School District, Yuma Arizona

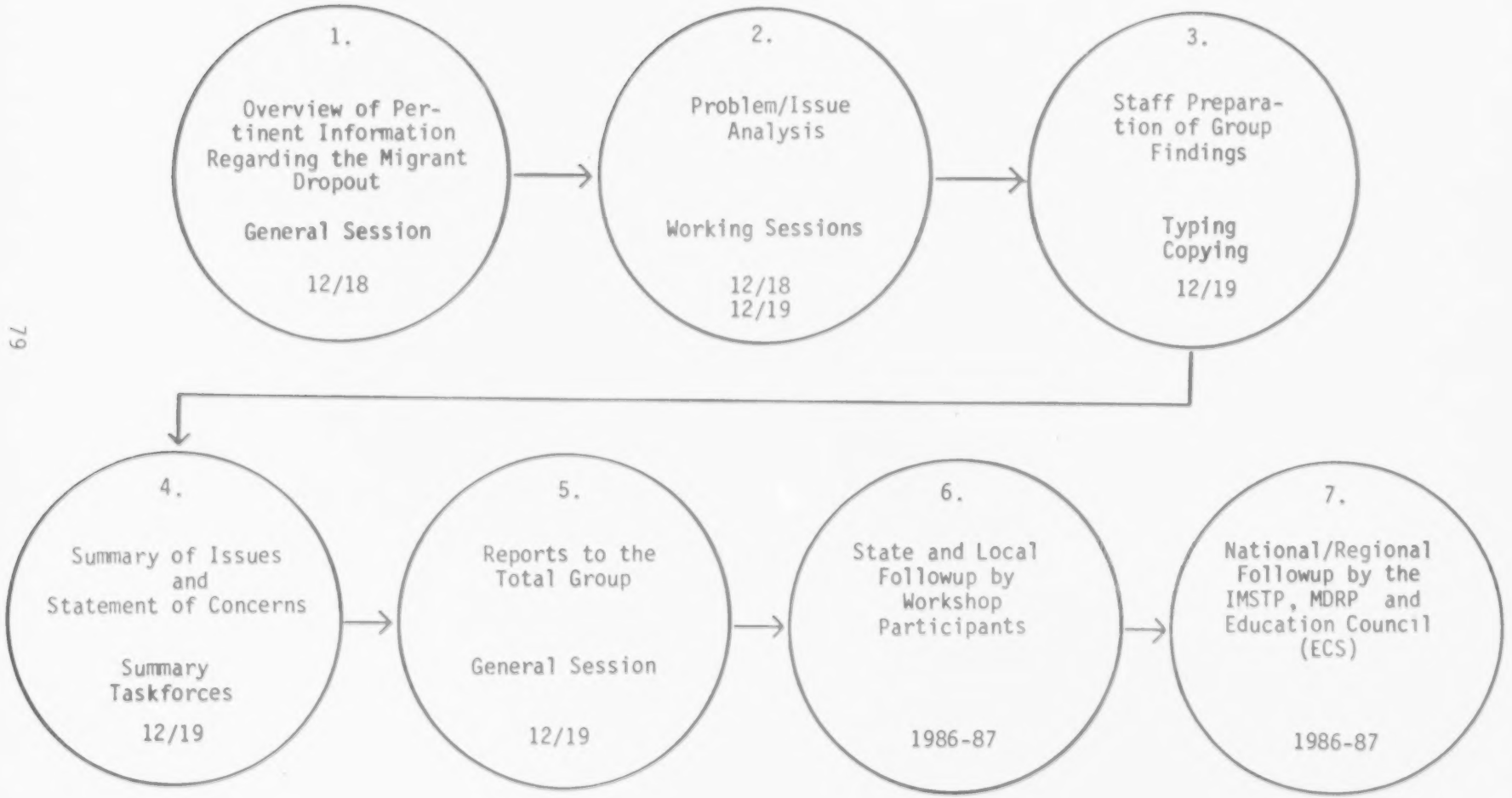
Bob Welty - Consultant, Evaluation, California Department of Education, Migrant Education section.

Tomás Yañez - Texas Migrant Interstate Program Project Specialist.

FOCUS: DROPOUTS

An Inter/Intrastate Forum of the Migrant Dropout

Workshop Process



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FOCUS: DROPOUTS

WORKING SESSIONS
(Outline of Process)

I. Introduction of Participants

II. General Awareness Discussion (A, B or C)

A) The facilitator can plan a 15 minutes awareness presentation for the group.

B) Facilitator can:
1. write topic on chart- check definition of problem with group
2. ask participants to share their perceptions of the topic, and their experiences.

C) Facilitator can:
1. list topic on chart
2. give examples of experience with topic
3. ask participants to get in pairs and share 1 experience with this issue (each shares)
4. ask pairs to summarize issues to put on chart

III. Summary of issues/problems

Steps:

A) Individuals:
1. Each person writes eight issues on paper (allow 2 minutes)

B) Pairs:

1. Two people prioritize and combine their lists to agree upon eight items (allow 2 minutes)

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C) Groups of 4:
1. Pairs combined, prioritize and combine their lists to agree upon eight items (allow 4 minutes).

D) Groups of 8:
1. Agree on eight items. Combine and prioritize items. Put items in priority order.

Ask groups of 8 to keep a "set aside" list for insurmountable problems or satellite issues that may arise and be important, but may slow the progress of the group.

The facilitators must time each group activity or they will not keep on schedule.

IV. If time allows (complexity of issues will vary enormously) move into problem solving model on your top issue/or an issue which probably can be resolved.

Solutions

A) Method 1
1. Select two to four problems.
2. Divide into groups.
3. Groups report result of plans.
4. Make additions.
5. Summary (evaluation of meeting.

Method 2
1. Group leader conducts meeting following Problem Solving Process for whole group.

Problem Solving Prccess

A) State Problem as Goal

B) List Obstacles to Goal (put on separate char, aside)

C) Mapping (chart environment - internal/external) optional

D) Brainstorming all Alternatives (extend beyond what was formerly believed possible)

Require two absurd suggestions to encourage exploration of all possibilities

E) Selection of "Best Bets" (most likely to succeed solutions/alternatives).

V. Reporting Procedure

You will have forms on which to list the following:
1. issues - or problems relating to issues
2. insurmountable problems and satellite issues (set aside list)
3. "Best Bets" - most likely to succeed solutions or alternatives.

Tips:

1) A helpful idea is to appoint a recorder and a timer at the beginning of the session.

2) Move furniture if it is interfering with your communication or comfort.

3) Call for service if you need water or more chairs.

SCM:hh
12/10/86

ACKNOWLEDGEMENTS

We would like to express our appreciation to the Interstate Migrant Secondary Team Project members.

FOCUS: DROPOUTS was conceived by the IMSTP Team. These state directors, coordinators, and consultants were concerned about the migrant youth that we are losing. In 1985, the Team of thirteen states decided that dropouts needed a special focus, and that many others besides the Team would like to be involved in a fact finding forum on the migrant dropout.

Alaska
Kathie Berg
Program Manager
Migrant Ed.
Dept. of Ed.

Arizona
Ann Stadler
Coordinator
Kofa High School

California
Frank Ludovina
Coordinator
San Diego County
Dept. of Ed.

Colorado
Peggy Lesher
Consultant
Migrant Ed.

Florida
Ulysses Horne
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Dept. of Ed.

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Idaho
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Southwestern Idaho Migrant
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Al Lugo, Specialist
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Texas Migrant Interstate
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Utah
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Migrant Education Program
Utah State Office of Education

Washington
Andy Rodarte
Coordinator
Migrant Education Regional
Office

Jim Rigney
Facilitator/Trainer
Olympia, Washington

Wisconsin
Frank Kazmierczak
P.A.S.S. Coordinator

COORDINATION AND COOPERATION

FOCUS: DROPOUTS was presented with the assistance of many people and several agencies. These are:

Migrant Dropout Reconnection Program (MDRP)

Gloria Mattera, Director and Bob Lynch, Coordinator were invaluable in providing planning assistance, ideas and encouragement.

Education Commission of the States' - Interstate Migrant Education Council (ECS-IMEC)

Senator Jack Perry (N.Y.), Director of ECS-IMEC and Jim Gonzales, Program Coordinator provided information, assistance and the workshop model from ECS-IMEC's past policy workshops.

California Department of Education Migrant Education Section (CA DOE)

Dr. Jack Schaeffer, Director and Bob Welty, Consultant provided support and technical assistance.

Dr. Ray Eberhardt, Director of the California Department of Education High Risk Youth Division and Maria Chairez, Consultant for dropout recovery programs provided data and assistance at the forum.

Sonia Morales, Director of Migrant Education Region IX (Orange and San Diego Counties) and Frank Ludovina, Coordinator provided planning assistance and additional staff to help with forum details.

" DROPOUT "

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